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| Category | Rating and Description | Reasoning |
| 1. Organization of Conventions | 3. Write-Up follows a format.  Grammar, spelling, and punctuation are free of errors. | Being teachers, Tia and I have a habit of double and triple checking these two traits. The format flows well from the introduction all the way to the description of our plan. |
| 1. Area of Focus | 3. There is a clear area of focus statement.  Research questions are clear and appropriate. | We clearly stated our focus in our plan and our questions are relevant and clearly written. |
| 1. Data Collection | 3. Multiple data sources are evident and there is an attempt to triangulate the data.  A variety of data sources is used.  Data sources match the research questions. | We have several instruments with which to collect data: Student, Teacher, and Observer surveys, as well as pre and post-tests. These instruments will help us answer our questions. |
| 1. Review of the Literature | 2.5-3 Five or more recent sources are cited.  Irrelevant sources are not cited.  Citations are made correctly in APA format. | I have decided to go with 2.5, because we only had four sources. We looked into six research articles, but only four of them actually were relevant to out topic. |
| 1. Context | 2. Context is provided but is vague. | Looking at what we have written, I feel that although we have a good start at explaining where the study will be conducted (5th and 6th grade classrooms), but we can do a better job of explaining the demographics of the school and classroms. |
| 1. Writing Style | 3. Narrative is clear, coherent, and reader friendly.  Evidence is provided to support statements. | I believe that we have written a clear plan that is reader friendly. |
| 1. Action Plan | 2. Components of the action plan are missing or incorrectly stated.  There is not a clear connection between data analysis and the action plan. | Right now the research part of our plan is missing. That missing piece will affect what we actually do. We need to at least make some sort of assumptions of what the action will be depending on the results. |

Shelley Albright Activity 6: Self-Critique of Action Research Plan

9417- Summer 2012